



# CAUD802

## Adult Hearing Assessment

S1 Day 2016

*Dept of Linguistics*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7

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#### **Disclaimer**

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## General Information

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Credit points

4

Prerequisites

Admission to MClinaudiology

Corequisites

CAUD803 and CAUD804 and CAUD819

Co-badged status

### Unit description

This unit will: - provide an understanding of the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts; - equip students with skills required to perform standard audiometric assessments of adults and older children, including otoscopy, pure tone audiometry, speech discrimination testing, clinical masking, and acoustic immittance; and - facilitate the development of problem-solving and clinical integration skills for interpretation of audiological information, appropriate clinical decision making and referral.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- to explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts
- to demonstrate the skills required to perform basic audiometric assessments of non-complex adults and older children, including otoscopy, pure tone audiometry, speech recognition testing, clinical masking, and acoustic immittance
- to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information

## Assessment Tasks

Name	Weighting	Due
<a href="#">Quiz</a>	20%	5/4/16
<a href="#">Clinical Case</a>	20%	2/5/16
<a href="#">Clinical based exercise</a>	20%	16/5/16
<a href="#">Examination</a>	40%	week 24

### Quiz

Due: **5/4/16**

Weighting: **20%**

The aim of the quiz is to assess your understanding of various aspects of psychoacoustics such as loudness, pitch, hearing and principles underlying masking

Key references:

Moore, Brian CJ, and Brian C. Moore. *An introduction to the psychology of hearing*. Vol. 5. San Diego: Academic press, 2003.

Moore, Brian CJ, ed. *Hearing*. Academic Press, 1995.

Yost, William A., and Robert S. Schlauch. "Fundamentals of hearing: an introduction." *The Journal of the Acoustical Society of America* 110.4 (2001): 1713-1714.

On successful completion you will be able to:

- to explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts

## Clinical Case

Due: **2/5/16**

Weighting: **20%**

This essay aims to assess your understanding of the principles underlying audiological assessment. It will be assessed according to the assessment criteria outlined in this handbook.

***“Discuss the principles of clinical masking and how this is used in audiological practice. In particular, discuss how this might be applied to the clinical cases provided.”***

**Format:** No more than 2000 words, font size 12.

**Key references:**

Fletcher, H. & Munson, W.A. (1937). Relation between loudness and masking. *J. Acoust. Soc. Am.* 9, 1-10.

Moore, B.J. (2003). *An introduction to the psychology of hearing*. (5<sup>th</sup> Ed.) London: Academic Press.

Yacullo, W.S. (2009). Clinical Masking In J. Katz, Medwetsky, Burkard & Hood (Eds). *Handbook of Clinical Audiology* (6<sup>th</sup> Ed. Pg 80-115). Maryland: Lippincott, Williams & Wilkins. (6<sup>th</sup> Ed).

On successful completion you will be able to:

- to demonstrate the skills required to perform basic audiometric assessments of non-complex adults and older children, including otoscopy, pure tone audiometry, speech recognition testing, clinical masking, and acoustic immittance
- to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information

## Clinical based exercise

Due: **16/5/16**

Weighting: **20%**

This essay aims to assess your understanding of the principles underlying audiological assessment. It will be assessed according to the assessment criteria outlined in this handbook.

***“Discuss the principles and theories of bone conduction and how this is used in audiological practice and how bone conduction testing differs from air conduction. In particular, discuss how this might be applied to the clinical cases such as ossicular discontinuity (bilateral) and Semicircular canal dehiscence (right sided).”***

**Format:** No more than 2000 words, double-spaced, font size 12.

### **Key reference:**

Martin, F.N. (2002). Nonorganic Hearing loss. In J. Katz, Medwetsky, Burkard & Hood (Eds). *Handbook of Clinical Audiology* (6th Ed. Pp699-711). Maryland: Lippincott, Williams & Wilkins.

On successful completion you will be able to:

- to demonstrate the skills required to perform basic audiometric assessments of non-complex adults and older children, including otoscopy, pure tone audiometry, speech recognition testing, clinical masking, and acoustic immittance
- to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information

## Examination

Due: **week 24**

Weighting: **40%**

The aim of the exam is to integrate the theory learned in this unit with clinical cases. This exam will be 3 hours in duration and the dates, times and venue will be announced at a later date.

On successful completion you will be able to:

- to explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts
- to demonstrate the skills required to perform basic audiometric assessments of non-complex adults and older children, including otoscopy, pure tone audiometry, speech recognition testing, clinical masking, and acoustic immittance
- to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information

## Delivery and Resources

### Technology

Work will require basic general computer skills. This is one of the fundamental units that you need to know well. There are a number of practica that will prepare you to use the technology needed in the unit and program

### Lecture and Tutorial

See timetable. Mostly on Monday afternoons and wedn morning. The racs are on tuesday and fridays. Lectures will be recorded.

### Information

iLearn will predominantly be used for communication, provision of lecture materials and discussion.

### Changes since last offering of this unit

NA

### Other material

Suggested textbook:

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## Learning outcomes

- to explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts
- to demonstrate the skills required to perform basic audiometric assessments of non-complex adults and older children, including otoscopy, pure tone audiometry, speech recognition testing, clinical masking, and acoustic immittance
- to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information

## Assessment tasks

- Quiz
- Clinical Case
- Clinical based exercise
- Examination

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## Learning outcomes

- to demonstrate the skills required to perform basic audiometric assessments of non-complex adults and older children, including otoscopy, pure tone audiometry, speech recognition testing, clinical masking, and acoustic immittance
- to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information

## Assessment tasks

- Quiz
- Clinical Case
- Clinical based exercise
- Examination



## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcome

- to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information

### Assessment tasks

- Clinical Case
- Clinical based exercise
- Examination

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- to explain the theoretical framework of psychoacoustics underlying hearing threshold, hearing loss and related audiometric concepts
- to apply problem-solving strategies to make clinical decisions and to integrate and interpret audiological information

### Assessment tasks

- Clinical Case
- Clinical based exercise
- Examination